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ABSTRACT

"Progress in Economic Education" is the newsletter of the Joint Council on Economic Education, which also publishes a semi-annual journal. The Jcint Council Network, as of September, 1970, is composed of 49 Affiliated State Councils, 61 Centers at colleges and universities, and 140 Cooperating school districts or individual high schools. Typical newsletter items are: announcements of Council meetings, economic curriculum projects, conferences, publications, and individual Council member activities. Future issues of this newsletter are available only by subscription. (DJB)

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IN ECONOMIC EDUCATION

VOLUME 2, NUMBER 1 SEPTEMBER 1970

New occupational curriculum being developed

A variety of educational and business organizations have combined forces to bring an experimental curriculum to an eighth grade class in Junior High School 149, New York City. The project is designed to help students in depressed areas gain personal economic literacy and have an objective, tangible contact with the working world.

The new curriculum in occupational and career understandings is being developed in South Bronx School District 7 through the cooperative efforts of Charles Pfizer & Company, Inc., Port of New York Authority, Taconic Foundation, Inc., The New York Urban Coalition, Inc., and the Joint Council on Economic Education.

As a prototype for a new Joint Council program for the urban junior high school to be known as "Project Expanding Horizons," the Council is providing consultant services and materials. Supervision and further resources are provided by School District 7, under the direction of Bernard Friedman, District Superintendent.

Project coordinator Mrs. Rita N. Freedman, Assistant Principal, J.H.S. 149, describes the program as an attempt to show youngsters that working is a reality of life and to involve students with the working environment as a motivating force.

The curriculum emphasizes examination of major fields of concern, such as health, transportation, housing and medical care. Classroom work in science, English, social studies and mathematics will focus on these areas and be coordinated with group guidance lessons.

An integral part of the program is direct contact with industry personnel. Representatives from business will visit the school to advise and inform students about their own work, and students will make field trips to area plants and offices.

Economists, educators, industry and academic consultants, para-professionals, parents and teacher aides are all involved in assisting J.H.S. 149 teachers with the new curriculum. At least one lay professional from the private sector has been assigned to each area of emphasis to give guidance and to help coordinate field visits.

During August, the five-member teacher team involved in the program met for three weeks to set plans for the project's first month. Lawrence Senesh, Professor of Economics, University of Colorado (Boulder), served as a consultant for the group. The teacher team will continue to meet twice a week during the school year.

If found successful according to criteria developed last month, the plans are to expand the program from one 30-member class to all grades seven, eight and nine in School District 7, and eventually to disseminate the curriculum to school districts in other metropolitan areas.

IBM-UNCF sponsors second institute

Instructors of economics in southern black colleges spent five weeks at Atlanta University discussing the formulation of introductory courses with educators and economists and designing outlines for their own courses. This was the second summer institute in a two-year program sponsored by the United Negro College Fund, in cooperation with the Joint Council on Economic Education, with financial support provided by the International Business Machines Corporation.

Seminars, continuing over the first four weeks of the program, centered on economic development and the structuring of introductory macroeconomics and microeconomics courses. Speakers included Robert S. Browne, Director, Black Economic Research Center, New York, speaking on black economic development; Berkeley G. Burrell, President, National Business League, Washington, D. C., on black entrepreneurship; Lamonde Godwin, Metropolitan Applied Research Center, New York, on manpower; Dunbar S. McLaurin, President, Ghettonomics, Inc., New York, on ghettonomics; Thaddeus H. Spratlen, Graduate School of Business Administration, University of California, Los Angeles, on programs and plans of the Caucus of Black Economists.

Working in small groups, the participants spent the final week in preparing course outlines, building upon work of the previous weeks. Outlines were then discussed and plans were made for a follow-up program.

Follow-up by UNCF and the Joint Council will include testing, funds to participants for the purchase of materials necessary to implement their tentative outlines, participants' involvement with the American Economic Association meetings in Detroit in December and a spring meeting of participants from both the 1969 and 1970 institutes for discussion of their experiences with introductory courses in their own schools.

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Council explores changing economy of New York City

Private employment in New York City has risen at an average of 31,000 jobs a year over the past three years, compared to an average loss of 3,000 between 1960 and 1965, according to Herbert Bienstock, Regional Director, Bureau of Labor Statistics, who spoke at a recent NEW YORK CITY COUNCIL ON ECONOMIC EDUCATION institute.

The third annual institute on "Challenges for the 1970's in the Changing Economy of New York City" featured explanations of current challenges and statistical reviews of changing patterns of employment, income and living standards.

Designed for representatives from business and also of interest to economists, sociologists, educators, labor officials, public administrators and government officials, the 1970 institute provided business with analyses, facts and ideas and ways to develop critical thinking about problems related to the City's economy. Resource materials developed from the institute are planned for distribution to schools and the community.

Introduced by Haig Babian, President, New York City Council, program participants included Charles Moeller, Jr., Metropolitan Life Insurance Company; Thomas N. Stainback, New York Chamber of Commerce; Theodore W. Kheel, Battle, Fowler, Stokes and Kheel; Murray L. Weidenbaum, U.S. Treasury; Father William T. Hogan, Fordham University; George Champion, Economic Development Council of New York City; William N. Noland, Equitable Life Assurance Society of the U.S.; Albert Alexander, Executive Director, NEW YORK CITY COUNCIL ON ECONOMIC EDUCATION; Herbert Bienstock; Jac Friedgut, First National City Bank; Nathan Brown, Acting Superintendent of Schools (New York City); and Thomas P. Van Arsdale, Local #3, International Brotherhood of Electrical Workers.

Conference features challenge of improving environment

The role of economic education should be to illuminate and analyze values concerning the environment and to consider the priorities and alternatives in the value system, according to George L. Fersh, Associate Director, Joint Council on Economic Education, discussing economic challenges of improving our environment at a conference of the CONNECTICUT JOINT COUNCIL ON ECONOMIC EDUCATION, co-sponsored by the GREATER HARTFORD COUNCIL ON ECONOMIC EDUCATION.

Educators attending the conference suggested the implications of environmental problems for educators. Educational philosophy should recognize man as an integral part of nature rather than as a creature apart from and ruling over the earth's resources, according to Philmore B. Wass, Executive Director, CONNECTICUT JOINT COUNCIL ON ECONOMIC EDUCATION, and Professor, School of Education, University of Connecticut. Jere W. Clark, Director, Center for Interdisciplinary Creativity, SOUTHERN CONNECTICUT STATE COLLEGE, suggested changes in the goals of education. He recommended that students be taught how to navigate in a complex and interdependent world, and that they learn not how to make a living but how to live.

A total environment approach to education was proposed by Hugh Clark, Associate Dean, Graduate School, University of Connecticut, and William R. Eblen, Director, Total Education in the Total Environment, Inc. Clark emphasized the university's responsibilities in environmental problems and urged a multidisciplinary approach, entailing a holistic concept of environmental sciences. An appreciation of man's interdependence with his total environment and his responsibility to develop a culture that keeps the environment fit for living was proposed by Eblen.

Business, labor and public officials participating in the sessions called for a change in attitudes, commitment of pub-

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progress IN ECONOMIC EDUCATION

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COUNCIL **ROUND-UP** CENTER

"Practical Action Programs in Education –Applied General Systems Theory" was the theme for the third national conference on general systems education sponsored by the Center for Interdisciplinary Creativity at SOUTHERN CONNECTICUT STATE COLLEGE, the Consortium for Systems Education, the Task Force on General Systems Education (Society for General Systems Research) and The Calvin K. Kazanjian Economics Foundation . . . Center for Economic Education at the STATE UNIVERSITY OF NEW YORK, ALBANY, sponsored their 11th annual conference for college economists on the one-semester economics course for general students. The conference ended with a reception for the New York State Economics Association . . . *Financing State and Local Government in Oregon,* by John Sewell, has been prepared in cooperation with the Bureau of Governmental Research and Service, University of Oregon, and the OREGON COUNCIL ON ECONOMIC EDUCATION, to aid people in finding documents concerning the financing of state and local government units in Oregon . . . "Vocational Education–The Bridge between Man and his Work" was the theme for the annual educational meeting of District IV, Arkansas Chapter, International Association of Personnel Employment Security, sponsored by the M. H. Russell Center for Economic Education, HENDERSON STATE COLLEGE (Arkansas) . . . Center at ST. CLOUD STATE COLLEGE (Minnesota) has published bibliographies in economic education for three teaching levels–K-3, elementary and secondary. Free copies are available from the Publications Office of the Center, St. Cloud State College, St. Cloud, Minnesota 56301 . . . ILLINOIS COUNCIL ON ECONOMIC EDUCATION has established a speakers and consultants bureau on economics for schools, colleges and universities and adult groups. Illinois Council has also published its first bibliography of pamphlets available from the Center at NORTHWESTERN UNIVERSITY. Copies are available from the Illinois Council, 1740 Orrington Avenue, Evanston, Illinois 60201.

Joint Council announces new staff members

George G. Dawson and Stephen G. Buckles have been named to the staff of the Joint Council on Economic Education, according to M. L. Frankel, President.

Dawson, a Center Director involved in economic education for many years, will be responsible for the Joint Council's research and publications activities. Buckles will be associated with the Joint Council's college and university program.

A summa cum laude graduate of New York University, Dawson completed his M.A. and Ph.D. degrees there in social studies and education. He has published research articles, books, poems and book reviews, while also serving as a frequent guest lecturer and consultant on economic education.

During his 14 years as an educator, Dawson has taught social studies at levels from seventh grade to graduate and has also taught in-service courses and special economics classes for adults. Since 1965, he has served at New York University as Head of the Social Studies Division, Chairman of the Social Studies Department, Director of the Center for Economic Education and Professor of Social Studies Education.

A Ph.D. candidate at Vanderbilt University, Tennessee, Stephen Buckles received his B. A. degree in economics from Grinnell College, Iowa, in 1965. He is a member of the American Economic Association and expects to complete his doctorate in economics this year.

Joint Council Network

The following have joined the Joint Council's network of 49 Affiliated Councils, 61 Centers and 140 Cooperating Schools:

COUNCILS

IDAHO COUNCIL ON ECONOMIC EDUCATION, University of Idaho, Moscow, Idaho; Lawrence Merk, Executive Director.

MONTANA STATE COUNCIL ON ECONOMIC EDUCATION, University of Montana, Missoula, Montana; John Mingo, Acting Executive Director.

NEVADA STATE COUNCIL ON ECONOMIC EDUCATION, University of Nevada, Reno, Nevada; Joseph A. Todd, Executive Director.

CENTERS

Center for Economic Education, CLARK UNIVERSITY, Worcester, Massachusetts; Peter Sloane, Director.

Center for Economic Education, COLLEGE OF ST. THOMAS, St. Paul, Minnesota; M. Selim, Director.

Center for Economic Education, WESTERN ILLINOIS UNIVERSITY, Macomb, Illinois; James F. Niss, Director.

COOPERATING SCHOOLS

Butler High School, Butler, New Jersey; Bruce Farquhar, Coordinator.

Dallas Independent School District, Dallas, Texas; Thomas Holland, Coordinator.

Kearny High School, Kearny, New Jersey; Francis Murray, Coordinator.

New Brunswick High School, New Brunswick, New Jersey; Henry Austin, Coordinator.

Passaic High School, Passaic, New Jersey; Susan Zucker, Coordinator.

Saddle Brook High School, Saddle Brook, New Jersey; Stephanie Ganz, Coordinator.

Anchor publishes economic topic series

A collection of articles originally produced for the Joint Council on Economic Education *Economic Topic* series has been published by Anchor Books under the title *Introduction to Economic Issues.*

Edited by Ralph Kaminsky, Associate Dean and Associate Professor of Economics, Graduate School of Public Administration, New York University, the book is written for the general public, including high school and college students.

Topics covered in the collection, which includes 27 articles by various authors, are economic systems, examples of price-directed economic activity, government's role in the economy, economic performance and growth, economic stabilization, employment, distribution of income, U. S. in the world economy and urban economics.

Introduction to Economic Issues is available at $1.45 from local bookstores or from Anchor Books, Doubleday & Company, Inc., Garden City, New York 11530.

UPCOMING MEETINGS

Charls E. Walker, Under Secretary of the Treasury, will be the dinner speaker at the annual meeting of the Board of Trustees of the Joint Council on Economic Education, Nov. 6-7, 1970, at the St. Moritz Hotel, New York City.

* * *

The Joint Council on Economic Education has extended an invitation to members of the National Council for the Social Studies to visit its offices during the week of the NCSS national conference, November 23-28. Joint Council staff will be available for consultation, special displays related to the conference will be set up and the library of economic education materials may be examined. The Council suggests that individuals may also write to schedule an appointment at that time.

Council commended for quality of 4-H economics program

Commendations from the U. S. Department of Agriculture went to the KANSAS COUNCIL ON ECONOMIC EDUCATION for the scope and quality of its course, "Economics in Action," developed for Kansas 4-H Club members and their leaders.

The program, designed to assist high school seniors in understanding and appreciation of the American economic system, was conducted by the Kansas Council, Kansas 4-H Foundation, Department of Economics at Kansas State University and Kansas 4-H Club, Division of Extension, Kansas State University.

The program was designed to increase knowledge of economic concepts, acquaint students with the steps involved in analyzing economic questions, increase understanding of ethical responsibilities in economic life and develop skills to lead others in understanding economics.

Contest designed to help build question bank

A contest for the writing of original multiple-choice questions dealing with the application of economic principles and concepts is being conducted by the Joint Council on Economic Education in cooperation with the American Economic Association. Prize-winning entries will be used to help develop the Question Bank, which is designed to meet the needs of different projects and provide measuring instruments for specific purposes.

- **Prizes:** First, $1,000; second, $500; third, $250; up to 30 additional prizes of $25 per useable question.
- **Entries:** Contestants must submit at least five original multiple-choice questions with four or five options. If a contestant submits more than five questions, the five considered to be best will be included in the final judging. All questions submitted must involve realistic applications of economic principles or concepts.
- **Deadline:** December 31, 1970
- **Eligibility:** Not eligible—former and present Joint Council employees; former and present members of the Committee on Economic Education of the American Economic Association; members of committees responsible for developing the *Test of Economic Understanding* or *Test of Understanding in College Economics;* contest judges.
- **Judging:** Judges—F. Trenery Dolbear, Brandeis University; Keith G. Lumsden, Stanford University; Rendigs Fels, Vanderbilt University; Arthur L. Welsh, Joint Council. Entries to be judged on importance of economic principles and concepts tested by question, realism of situations, suitability for college students of elementary economics, originality, adherence to criteria of construction. Prizes awarded on or before March 31, 1971.
- **Criteria:** (1) right answer indisputably right, (2) wrong answers clearly wrong, (3) "all of the above" not used as a response, (4) question is concise.

Entries or requests for further information should be addressed to Arthur L. Welsh, Joint Council.

Kazanjian award-winning materials available

Original winning entries in the Kazanjian Foundation Awards Program for the Teaching of Economics are now available to teachers upon request to Affiliated Councils and Centers for Economic Education. The materials are valuable for use in workshops, institutes and special courses dealing with improved teaching of economics at the elementary, secondary and college levels.

The complete collection of award-winning materials from 1962-1969 is included in a depository in the Vernon R. Alden Library, Ohio University, Athens.

Availability of the original entries supplements the series of reports on the projects: *Economic Education Experiences of Enterprising Teachers* (Volumes 1-7), published and available from the Joint Council on Economic Education (see *Checklist*). Andrew T. Nappi, Kazanjian Research Assistant, OHIO COUNCIL ON ECONOMIC EDUCATION, suggests reading the explanations of the materials as contained in these volumes before requesting original entries.

Materials, which include such details as visual aids and references, could be used in teacher workshops, according to Nappi, to examine descriptions of the teaching of economic concepts developed by expert teachers and presented in lessons or units covering various grade levels and topics.

Award-winners describe approaches to lessons, objectives, instructional techniques and classroom activities, providing an inside look at what goes on in the classroom. Teachers studying these materials are exposed to a wide variety of teaching styles and methods, with entries submitted by teachers throughout the nation.

A bibliography of selected original entries, prepared by the Ohio Council, is available at each Affiliated Council and Center for Economic Education, or may be obtained from Nappi at the OHIO COUNCIL ON ECONOMIC EDUCATION, Ohio University, Bentley Hall, Athens, Ohio 45701.

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The Kazanjian Foundation Awards Program for the Teaching of Economics, now in its eighth year, recognizes excellence in the teaching of economics at the primary, intermediate, junior high school, high school and college levels. The program is sponsored by The Calvin K. Kazanjian Economics Foundation and administered in cooperation with the Joint Council.

Conference features challenge (cont'd)

lic officials to improve environmental quality, teaching in schools and colleges of how to live harmoniously with the environment, and a continuous effort in treating the economic aspects of problems of environment. Presentations were prepared for the conference by James G. Horsfall, Chairman, Governor's Committee on Environmental Policy, and Director, Connecticut Agricultural Experimental Station; Thomas F. Malone, Director, University of Connecticut Center for Environment and Man; Wallace Barnes, Minority Leader, State Senate; Edward L. Marcus, Majority Leader, State Senate.

Report on a Conference is available from the CONNECTICUT JOINT COUNCIL ON ECONOMIC EDUCATION, University of Connecticut, U-32 School of Education, Storrs, Connecticut 06268, or the GREATER HARTFORD COUNCIL ON ECONOMIC EDUCATION, 39 Woodland Street, Hartford, Connecticut 06105.

To encourage far-reaching results to these discussions, the Connecticut Joint Council held two follow-up sessions during the summer. A group of 30 teachers met in June to plan curricula providing appropriate emphases on environmental quality at all grade levels and to develop useful teaching materials. The August University of Connecticut economic education workshop provided experience in curriculum development relative to environmental problems for 50 recipients of Connecticut Joint Council scholarships.

Storrs, Connect Univ, School of Educ.